PROJECT
(Professional Journal of English Education)
Volume 9, No. 4, July 2026
p–ISSN 2614-6320
e–ISSN 2614-6258

The Implementation of Story Jumper in Teaching Writing Descriptive Text

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Abstract

Writing is one of the most essential yet challenging skills for elementary students, particularly in producing descriptive texts. Many learners struggle with vocabulary, sentence construction, and idea development, highlighting the need for effective instructional media. This study aimed to examine the effectiveness of StoryJumper in improving students' descriptive writing skills, describe its classroom implementation, and identify students' difficulties. The research employed a mixed-methods explanatory sequential design and involved 25 fifth-grade students at Tridaya Tunas Bangsa Elementary School, Cimahi. Data were collected through pre-tests, post-tests, observations, questionnaires, and interviews. Quantitative data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and a paired-sample t-test with IBM SPSS 26. The results showed that both pre-test (Sig. = 0.113) and post-test (Sig. = 0.052) scores were normally distributed. The paired-sample t-test revealed a significant difference between pre-test and post-test scores (mean difference = -10.60, $p < .05$), indicating that StoryJumper effectively improved students' descriptive writing skills. Qualitative findings showed increased student engagement, better idea development, and improved use of descriptive language. Despite these improvements, students still experienced difficulties with vocabulary, grammar, and confidence. Overall, StoryJumper proved to be an effective and engaging medium for teaching descriptive writing.

Keywords: Descriptive Writing; Digital Storytelling; Elementary School; Storyjumper; Writing Skill

INTRODUCTION

Mastery of the English language involves four fundamental skills: listening, reading, speaking, and writing. Among these, According to (Graham, 2023) writing is a highly important skill for both academic success and everyday communication because it enables individuals to express ideas, demonstrate knowledge, support learning, and participate effectively in social and professional contexts. Writing is a process that begins with developing ideas, organizing them, and then presenting them in a form of writing that is easy to understand (Hyland, 2016). This skill also demands the ability to choose the right words, construct cohesive sentences, and convey messages effectively (Bazerman; Graham; Prior, 2018). Writing is one of the four fundamental language skills that plays a crucial role in academic achievement and daily communication. However, for elementary school students, writing in English remains a challenging skill, particularly when they are required to express ideas clearly and systematically (Graham, 2019).

One type of writing taught at the elementary level is descriptive text, which requires students to describe people, places, or objects using appropriate vocabulary, grammar, and organization. Many students struggle to generate ideas, choose suitable words, and construct meaningful sentences, which often results in low writing performance (Kim, 2020). Descriptive writing is essential because it helps students develop their ability to observe details and convey

information vividly. According to Yahya et al., (2025), descriptive writing is the foundation for other types of writing, as it helps students develop skills in observation and specific detail. Similarly, According to Agustin et al., (2024) emphasize that descriptive texts provide detailed information about a particular person, place, or thing, enabling readers to gain a clearer understanding of its characteristics and features. Through descriptive texts, learners are trained to use adjectives, specific nouns, and simple present tense to create clear mental images for readers. Nevertheless, classroom practices often rely on conventional teaching methods that provide limited opportunities for active participation and meaningful engagement, which may reduce students' motivation and learning outcomes (Bond et al., 2021). As a result, students find it difficult to connect abstract language with real objects, leading to limited vocabulary development and weak sentence construction.

Various teaching methods can be used to improve students' writing skills, and one innovative approach is the integration of digital tools in the learning process. Technology has the potential to make writing activities more interactive and motivating for students. One digital platform that has gained attention is Story Jumper, an online tool that enables users to create, illustrate, and publish digital storybooks through a user-friendly interface equipped with templates, images, and writing tools. Peng et al., (2024) state that digital storytelling tools are effective because they promote learners' behavioral, cognitive, affective, and social engagement, which can significantly enhance their writing development and participation in learning activities.

Furthermore, Story Jumper allows students to combine written text with visual elements, helping them connect ideas with images and practice descriptive writing more effectively. Fauziah & Diana (2023) argue that creating digital storytelling projects allows students to express their identities, ideas, and creativity through multimodal resources, which can enhance their motivation and engagement in learning. Through these features, Story Jumper can help students overcome common challenges in descriptive writing, such as generating ideas, organizing thoughts, and using vivid and detailed language. Based on the rationale above, the researcher is motivated to conduct a study entitled "The Implementation of Story Jumper in Teaching Writing Descriptive Text." Therefore, this study aims to examine the effectiveness of Story Jumper in developing students' descriptive writing abilities, to describe the implementation of Story Jumper in the classroom, and to identify students' difficulties in learning descriptive writing through this digital medium.

METHOD

This study applied a mixed-methods approach with an explanatory sequential design. As stated by Creswell (2018), mixed-methods research integrates both quantitative and qualitative data to provide a more comprehensive understanding of the research problem. Furthermore, Johnson and Christensen (2017) state that an explanatory sequential design is appropriate when quantitative results need further explanation through qualitative inquiry. In this study, quantitative data were collected and analyzed first to measure students' writing improvement, followed by qualitative data to explain the learning process and students' experiences in using StoryJumper.

Following the research design, the participants of this study were 25 fifth-grade students of class 5A at Tridaya Tunas Bangsa Elementary School, Cimahi. The participants were selected purposively because descriptive text was part of their English learning material. Fraenkel, Wallen, Hyun (2019) explain that purposive sampling is considered appropriate when participants are selected according to particular characteristics that are relevant to the objectives of the study. The class consisted of students with varied English proficiency levels, which

enabled the researcher to observe the effectiveness of StoryJumper across different levels of writing ability and learning needs.

In relation to data collection, this study employed four instruments, namely pre-test and post-test, observation sheet, questionnaire, and interview, to collect the data based on the research questions. To address the first research question, pre-test and post-test were administered to examine the impact of StoryJumper in enhancing students' descriptive writing ability. The tests consisted of one writing task in which students were required to write a descriptive text within 30 minutes. The students' writing was assessed based on five indicators: content, organization, vocabulary, grammar, and mechanics. This was in line with Creswell (2018), who stated that tests were commonly used in quantitative research to measure students' performance before and after treatment. In addition, writing assessment should cover multiple aspects such as idea development and language use, as proposed by Hyland (2016) Therefore, the pre-test and post-test were considered appropriate to measure the effectiveness of StoryJumper.

Furthermore, to answer the second research question, an observation sheet was used to record students' behavior during the teaching and learning process. The observations were conducted by the researcher during each instructional session. The observation focused on several indicators, including students' attention, participation, interaction with the teacher and peers, use of StoryJumper features, and enthusiasm throughout the learning activities. The researcher systematically recorded students' responses and engagement to obtain qualitative data regarding the implementation of StoryJumper in the classroom. This instrument was supported by Robin (2016), who found that digital storytelling enhances student engagement and supports active learning. In addition, Solissa et al., (2024) reported that digital storytelling improves students' motivation and participation in learning activities. Thus, the observation sheet provided valuable data on how StoryJumper was implemented in the classroom.

Moreover, to explore the third research question, a questionnaire and interview were employed. The questionnaire consisted of 11 statements using a Guttman scale (Yes/No), in which "Yes" was scored as 1 and "No" as 0. The items were divided into two indicators: (1) difficulties in writing descriptive text (items 1–7), including vocabulary, grammar, and idea development, and (2) students' responses toward the use of StoryJumper (items 8–11), including ease of use and learning support. In addition, a semi-structured interview consisting of three open-ended questions was conducted with nine students representing high, medium, and low proficiency levels. The interview questions were developed by the researcher based on the study objectives and focused on one main indicator, namely the effectiveness of StoryJumper in supporting descriptive writing. The questions explored how StoryJumper helped students write descriptive texts, the benefits they gained from using the medium, and the difficulties they still encountered during the writing process. According to Cohen et al. (2018), questionnaires were effective for collecting data on students' perceptions, while interviews provided deeper and more detailed information to support the findings. Therefore, the combination of questionnaire and interview strengthened the data related to students' difficulties and responses.

In terms of data analysis, the quantitative data obtained from the pre-test and post-test were processed using IBM SPSS Statistics. Descriptive statistics were applied to determine the students' average scores, followed by the Shapiro–Wilk normality test to examine the distribution of the data, as this test is considered one of the most appropriate methods for evaluating normality in small-sample research (Mishra et al., 2019). After confirming normality, a paired-sample t-test was performed to determine whether there was a statistically significant difference in students' writing achievement before and after the treatment (Field, 2018). In addition, The qualitative data collected through observations, questionnaires, and interviews were analyzed using thematic analysis, involving the processes of data

familiarization, coding, theme development, and interpretation, as proposed by Braun and Clarke (2021). This process enabled the researcher to identify patterns related to student engagement, learning difficulties, and classroom implementation.

Finally, in determining the success of the study, the post-test scores were expected to show a statistically significant improvement compared to the pre-test scores, indicated by a significance value of $p < 0.05$ in the paired-sample t-test, as commonly applied in educational research Viberg et al., (2020). In addition, the success of the implementation was supported by positive student responses toward the use of StoryJumper, increased classroom engagement, and observable improvements in idea development, vocabulary use, and sentence construction in students' descriptive writing. These qualitative indicators align with recent findings by Viberg et al., (2020), who reported that the integration of digital and visual learning environments enhances student engagement and supports language learning outcomes. Similarly, Järvelä et al. (2021) emphasized that technology-supported learning environments improve students' motivation and collaborative learning processes.

RESULTS AND DISCUSSION

Results

This study applied an explanatory sequential mixed-methods design to investigate the effectiveness of StoryJumper in enhancing fifth-grade students' descriptive writing skills. Quantitative data were gathered from the pre-test and post-test results, whereas qualitative data were obtained through classroom observations, questionnaires, and interview conducted during the research period from April 22nd to May 13th, 2025.

1. The effectiveness of using StoryJumper in teaching writing descriptive text for the fifth grade of elementary school

The quantitative findings revealed a significant improvement in students' descriptive writing skills following the implementation of StoryJumper. The pre-test was conducted on April 22nd, 2025, whereas the post-test was carried out on May 13th, 2025. Here is the results of pre-test and post-test:

Table 1. Result of pre-test and post-test

No.	Name of Students	Pre-Test	Post-Test
1	AA	75	85
2	AAN	75	75
3	AKH	65	75
4	ASS	55	60
5	AZH	70	80
6	AYBA	55	65
7	DMA	70	80
8	EIQP	75	80
9	FPA	65	75
10	FACF	70	80
11	GMR	85	95
12	HAG	65	85
13	KTS	80	90
14	MAH	65	85

15	MBA	50	55
16	MUAA	65	80
17	RAT	75	85
18	RAP	75	85
19	SAF	65	75
20	SMT	75	95
21	SNA	65	80
22	VA	80	95
23	ZA	65	75
24	ZNMA	75	85
25	ZAAB	70	75
	Mean Score	69.2	79.8

As presented in Table 1, the average pre-test score was 69.20, whereas the average post-test score rose to 79.80. The minimum score increased from 50 in the pre-test to 55 in the post-test, while the maximum score improved from 85 to 95. Furthermore, the data analysis was carried out in three stages, namely descriptive statistics, normality testing, and paired-sample t-test analysis. The normality test was performed to identify whether the data met the assumptions for parametric analysis. Since the data were found to be normally distributed, the paired-sample t-test was subsequently employed. The following section presents the results of the descriptive statistics, normality test, and paired-sample t-test:

a. Descriptive Statistics

The researcher used descriptive statistics to see the minimum score, maximum score, mean score and standard deviation of pre-test and post-test. Here is the table of descriptive statistics :

Table 2. Result of Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	25	50.00	85.00	69.2000	8.25126
Post_Test	25	55.00	95.00	79.8000	9.84039
Valid N (listwise)	25				

According from the table above, the minimum score of the pre-test is 50 and the post-test is 55. While the maximum score of the pre-test is 85 and the post-test is 95. The table above also showed that the mean of pre-test is 69,2 and post-test is 79,8 with standard deviation in pre-test is 8.25126 and in the post-test is 9.84039.

b. Normality Test

In this research, the normality test was conducted using the Shapiro-Wilk test to ensure that the sample data came from a normally distributed population. Here is the results of the normality test :

Table 3. Result of normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.185	25	.027	.935	25	.113
Post_Test	.193	25	.017	.920	25	.052

a. Lilliefors Significance Correctio

In this study, the participants consisted of 25 students, indicating that the sample included 25 data sets. As the sample size was fewer than 50, the researcher applied the Shapiro–Wilk test to determine the normality of the data distribution. The analysis showed that the Pre-Test data had a significance value (Sig.) of 0.113, while the Post-Test data produced a significance value (Sig.) of 0.052. According to the criteria of the normality test, data are regarded as normally distributed when the significance value is greater than 0.05. Since the significance values of both the Pre-Test (0.113) and Post-Test (0.052) exceeded 0.05, it can be inferred that both sets of data were normally distributed. Consequently, this result satisfied the assumption required to continue with parametric statistical analysis, namely the paired-sample t-test.

c. Paired-Sample Test

The researcher used the paired-sample t-test to observe the differences in the improvement of students' descriptive text writing ability before and after the implementation of the StoryJumper platform in the classroom learning process. Here is the table of paired-sample test :

Table 4. Result of Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre_Test - Post_Test	-10.60000	4.85627	.97125	-12.60457	-8.59543	-10.914	24	.000

Based on the findings of the paired-sample t-test, the Sig. (2-tailed) value was 0.000, which was lower than the significance level of 0.05. This result indicates a significant difference between the students' pre-test and post-test scores following the implementation of StoryJumper in the teaching and learning process. The mean difference of -10.60 demonstrates a considerable improvement in students' post-test scores compared to their pre-test scores. In addition, the t-value of -10.914 with df = 24, supported by the 95% confidence interval ranging from -12.60457 to -8.59543, further verifies that the improvement was statistically significant and did not occur by chance. Therefore, H_0, which states that there is no significant difference between the pre-test and post-test results, was rejected, while H_a, which states that there is a significant difference, was accepted. These findings suggest that the use of StoryJumper was effective in enhancing students' writing skills.

2. The implementation of StoryJumper in teaching writing descriptive text for the fifth grade of elementary school

Classroom observations were conducted during four instructional meetings held on April 22nd, April 29th, May 6th, and May 13th, 2025. The observations demonstrated that StoryJumper was implemented systematically and effectively. The teaching process followed the stages of writing instruction, including pre-writing, drafting, practice, and final evaluation. Visual elements in StoryJumper supported students in understanding descriptive text features such as adjectives, quantifiers, and price expressions. Students actively participated in pair work, role-play, and guided writing activities, showing increased engagement and motivation throughout the lessons. The following figures show selected documentation from the classroom activities:

Figure 1. The First Treatment

The first meeting was conducted on April 22nd, 2025, in class 5A for 60 minutes. The lesson began with greetings, prayer, attendance checking, and the explanation of learning objectives. A pre-test was administered to measure students' initial writing ability.

In the main activity, the teacher introduced the material and explained the definition, purpose, and generic structure of descriptive text. Following this, the teacher briefly introduced the concept of using digital storytelling tools for writing and informed the students about StoryJumper as the platform that would be used for their writing project.

During this session, the teacher began by providing a basic understanding of descriptive text, particularly focusing on the adjectives that are essential for describing the subject. This understanding would serve as the foundation for students' writing ability using the Story Jumper media.

Subsequently, the teacher asked about descriptive text in general, and one student was able to answer. The teacher then asked about the role of adjectives in descriptive writing, especially for describing the taste, texture, or appearance of Food and Drink, and two students provided

answers. The teacher also asked about where descriptive texts can be found, and one student successfully answered.

During the explanation of the material focusing on the use of adjectives in descriptive text, students were allowed to ask questions. The teacher found that several students were still confused in understanding the material, particularly in selecting appropriate adjectives to describe food. For example, some students described chili sauce as "sweet" instead of "spicy," while others described potato chips as "soft" instead of "crispy" or "crunchy." Several students also tended to use general adjectives such as "good" and "nice" rather than more specific descriptive words. In addition, many students made spelling errors when writing food-related adjectives, such as writing "delicius" instead of "delicious," "spyci" instead of "spicy," and "sweat" instead of "sweet." These mistakes indicated that students had limited vocabulary, difficulties in choosing appropriate adjectives, and problems with spelling accuracy. Therefore, the teacher decided to explain the material once more. In the second explanation, the teacher displayed several example pages from StoryJumper that described food and drink on the whiteboard using an infocus projector, highlighting the adjectives used for visualization. In this second explanation, the students were then able to understand the material and the function of adjectives.

In the closing session, the teacher began the session by reviewing the material, randomly selecting several students to answer questions. Students were given the opportunity to ask for explanations about parts of the material that were still confusing. However, due to time constraints, they were unable to summarize all of the topics that had been discussed. Before closing, the teacher informed all students about the planned activities for the next meeting. The learning session ended with a prayer together and farewells.

The second meeting was conducted on April 29th, 2025, for 60 minutes. The lesson began with greetings, prayer, attendance checking, and the explanation of learning objectives.

In this second meeting, the teacher began by delivering the material comprehensively first. After that, it proceeded to the exploration phase, where the teacher implemented StoryJumper as the main medium. The teacher displayed the story or digital book from StoryJumper on the whiteboard using an infocus projector, which presented a visual conceptualization of quantifying nouns (such as a slice of, a glass of). This linguistic element is highly important in writing Descriptive Texts. After observing the visual and interactive display, students were encouraged to discuss and answer the teacher's prompting questions to independently analyze and discover the concept of quantifying nouns. The clearly displayed use of StoryJumper in this phase directly proves the effectiveness of the media's implementation in the teaching process.

Next, the activity continued to the elaboration stage, which involves the application of the concepts that students had discovered through interactive activities. Students practiced using quantifying nouns in a writing context through Pair Exercises and Simulation Dialogues. In the Pair Exercises, students worked in pairs to observe images of food and beverages displayed in StoryJumper. They were asked to identify the items shown in the pictures and write descriptive sentences using appropriate quantifying nouns, such as “a bottle of milk,” “a bowl of soup,” “a loaf of bread,” and “a glass of juice.” After completing the task, several students were invited to write their answers on the whiteboard and explain their sentences to the class. The teacher reviewed their work, corrected mistakes related to vocabulary, spelling, and grammar, and provided feedback to improve their writing accuracy. In the Simulation Dialogues, students participated in role-play activities in which one student acted as a customer and the other as a shopkeeper or waiter. They created and practiced short dialogues involving buying food or ordering drinks while using quantifying nouns appropriately, for example, “I would like a cup of tea” or “Can I have two pieces of cake?” Through these activities, students had opportunities

to apply the target language in meaningful contexts while strengthening their vocabulary, spelling, and grammatical accuracy. This writing exercise served as a scaffolding step to reinforce their vocabulary and grammatical accuracy. By mastering the linguistic features displayed by StoryJumper, students developed a stronger foundation for composing detailed and accurate descriptive texts in their subsequent writing assignments.

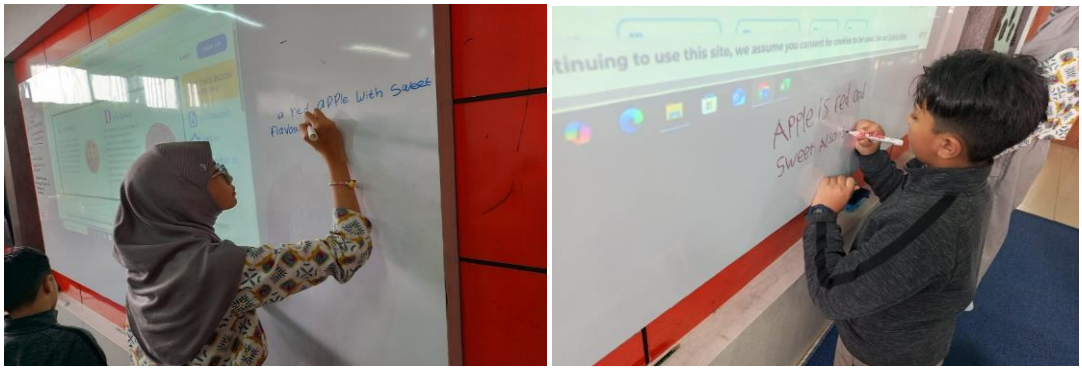

Figure 2. The Elaboration Stage

As a concluding step and confirmation of student understanding, the teacher provided a worksheet to all participants to be completed individually. This task served as a brief formative evaluation to ensure that every student truly mastered the concept of quantifying nouns that had just been studied. While the students were working, the teacher walked around the classroom and personally guided those who appeared to be experiencing difficulties or needed additional explanations, thereby ensuring that no student was left behind in mastering the material.

In the closing session, after completing the main activities, the teacher expressed appreciation to all students for their efforts. Additionally, the teacher reminded the students of the project in the third meeting. The research concluded the results of the meeting and announced the activities for the third meeting. The class was concluded with a collective prayer and a farewell.

The third meeting was conducted on May 6th, 2025, in class 5A for 60 minutes. The lesson began with greetings, prayer, attendance checking, and the explanation of learning objectives.

In the third meeting, as planned, The instruction focused on introducing the price of food and drinks. The session began with the teacher explaining the relevant material first. Following that, it proceeded to the Exploration phase, where the teacher implemented StoryJumper as the main visual medium by displaying pages of a digital book containing a menu of food and drinks along with varied prices. Students actively observed the presented menu and discussed the prices. To deepen their understanding, the teacher posed prompting questions (such as: "What is the price of this burger?" and "How do you say Rp25.000 in English?") which encouraged students to practice stating the prices of food and drinks in English alternately, ensuring they mastered the vocabulary related to currency and numbers.

Subsequently, the session continued to the Elaboration phase, which emphasized functional practice using the concept of price. Students practiced having conversations in pairs using the digital menu from StoryJumper, simulating the roles of customer and waiter to ask and state prices, such as: "How much is the fried rice?" and the reply, "It is twenty-five thousand rupiahs." Additionally, the teacher provided a writing exercise where students recorded the prices from the StoryJumper menu and wrote them in correct English form. The peak of this phase was a more comprehensive role-play simulation, allowing students to apply all the linguistic elements they had learned in the context of real interaction, fully supported by the visual display of StoryJumper.

As a concluding step and confirmation of student understanding, the teacher provided a worksheet to all participants to be completed individually. This task served as a brief formative evaluation to ensure that every student truly mastered the concept of quantifying nouns that had just been studied. While the students were working, the teacher walked around the classroom and personally guided those who appeared to be experiencing difficulties or needed additional explanations, thereby ensuring that no student was left behind in mastering the material.

In the closing session, the teacher appreciated students' participation, informed them about the final meeting, and ended the lesson with prayer and farewell.

The fourth meeting was conducted on May 13th, 2025, in class 5A for 120 minutes. The lesson began with greetings, prayer, attendance checking, and the explanation of learning objectives.

In the last meeting, the instruction was focused on reinforcing the linguistic elements that support descriptive text writing, beginning with the exploration phase. The teacher opened the activity by showing several appealing images of food and drinks through a StoryJumper digital book that had been prepared in advance. Students were asked to observe the pictures carefully and discuss the details they saw. To prompt the use of descriptive vocabulary, the teacher posed questions such as "What do you see in the picture?" and "Can you describe the color and texture of this food?", giving students the opportunity to immediately practice stating appropriate adjectives and quantifying nouns, thereby bridging the understanding to the concept of descriptive writing.

After the basic concepts were mastered (following the Exploration phase), the session shifted its focus to the Final Evaluation stage. The teacher distributed the Post-Test sheet to all students to comprehensively measure their mastery of the material. The teacher then explained the instructions in detail regarding the tasks to be completed in the test, while also permitting students to use a dictionary as an aid during the process. Students were allocated 30 minutes to complete the Post-Test sheet individually. During this time, the teacher actively supervised the class and provided guidance to students who encountered difficulty understanding the questions or instructions, ensuring the final assessment proceeded smoothly.

The teacher can not intervene or change the project. After the students completed their projects, they submitted them to the teacher and waited a while for the results of their project. The teacher took one of the projects to evaluate the elements of the project, such as the structure, language features, grammar, and vocabulary. During the evaluation of the project, the students were allowed to ask and give their thoughts related to the project. there are five female students and two male students who gave their thoughts regarding the project. the students state that during the project, the most difficult aspect was grammar. In conclusion, the descriptive text project created by the students through StoryJumper successfully demonstrated that the learning objectives were achieved; students are now capable of writing descriptive texts effectively. After the teacher and students finished evaluating the written work on StoryJumper, the session concluded with a reflection. This reflection discussion focused on their experience while using StoryJumper, including discussing the ease of use of the medium, the challenges encountered, and how the visual benefits offered by StoryJumper assisted them in their writing.

In the closing session, After the main activities were completed, the teacher expressed appreciation to all students. The teacher also extended apologies for any mistakes and shortcomings during the research. Additionally, a group photo was taken with all students in class 5A as a memorable keepsake. The teacher conveyed heartfelt gratitude to all students of class 5A who willingly participated in this research. Subsequently, the teacher concluded the research with a shared prayer and farewell greeting.

3. The difficulties faced by fifth grade students in Cimahi in learning descriptive text through StoryJumper-based learning media

To explore students' difficulties faced by fifth-grade students in Cimahi in learning descriptive text through StoryJumper-based learning media, the researcher utilized both questionnaires and interviews to obtain more in-depth information regarding students' perceptions, challenges, and experiences in using StoryJumper for descriptive text writing.

a. Questionnaire

Data from the 11-item questionnaire administered on May 13th, 2025, revealed that students experienced considerable students' difficulties faced by fifth grade students in Cimahi in learning descriptive text through StoryJumper-based learning media, the researcher distributed a ten-item "yes/no" questionnaire based on the Guttman scale. Here is the results of Questionnaire:

Table 5. Result of Questionnaire Difficulties in Writing Descriptive Text

No	Statement	Yes (%)	No (%)
1	I find it difficult to write about food and drinks in English.	72%	28%
2	I'm confused about choosing the right words to describe food and drinks.	80%	20%
3	I don't know how to use adjectives in a sentence.	88%	12%
4	I have difficulty mentioning the amount of food and drinks correctly in English.	84%	16%
5	I don't know how to write the price of food and drinks in English.	76%	24%
6	I am often unsure whether my sentences are correct or not.	100%	0%
7	I need a lot of time to write a descriptive text.	64%	36%

The first section of the survey, which measures the level of difficulty students face in writing descriptive texts about food and drinks, reveals significant and widespread challenges. The majority of students reported high levels of difficulty across all technical aspects of writing, such as selecting descriptive vocabulary (80%), using adjectives (88%), determining quantity (quantifiers) (84%), and writing prices (76%). These technical difficulties indicate an underlying inability to apply English grammar rules and vocabulary. Most crucially, there is universal doubt, where 100% of students responded "Yes" to the statement, "I am often unsure whether my sentences are correct or not," demonstrating a confidence crisis that inhibits the entire writing process, regardless of the individual difficulty level of each component.

Table 6. Result of Questionnaire Difficulties in Using StoryJumper

No	Statement	Yes (%)	No (%)
8	I feel helped by the pictures in StoryJumper when writing.	92%	8%
9	I still find it difficult to write, even when using StoryJumper.	32%	68%
10	I find it easier to write if I see an example first.	100%	0%
11	I want to try other ways besides StoryJumper to learn to write.	84%	16%

The second section of the survey, focusing on Difficulties in Using StoryJumper, highlights students' dependence on guidance and their openness to new media. There is a very strong indication of an Urgent Need for Models (Scaffolding), with 100% of students agreeing that "I find it easier to write if I see an example first," emphasizing the importance of explicitly integrating examples into the teaching methodology. Regarding the Effectiveness of the Tool,

although the majority of students (92%) felt helped by the images in StoryJumper, 32% of students still reported difficulty, and 84% stated, "I want to try methods other than StoryJumper." This suggests that while students value the visual features of the tool, they are not entirely satisfied with StoryJumper as the sole method, implying the need for variety or the integration of alternative media to support a more comprehensive improvement in writing skills.

After completing all learning activities, the students were given a questionnaire and were allocated 10 minutes to complete it. The teacher then collected the questionnaires and conducted a brief reflection session to evaluate the overall learning experience. During this session, students were encouraged to share their thoughts regarding the implementation of StoryJumper in learning descriptive writing. Several students expressed similar opinions, stating that StoryJumper was easy to follow and helped them complete writing tasks through the pictures and text examples provided. These responses further support the questionnaire findings that StoryJumper was beneficial and engaging for students during the learning process.

Overall, the questionnaire findings suggest that while StoryJumper provided substantial visual support, students continued to face fundamental challenges related to vocabulary mastery, grammatical accuracy, and writing confidence.

b. Interview

Interviews were conducted on May 13th, 2025, after the instructional sessions had been completed. A total of nine students representing high, medium, and low proficiency levels participated in the interviews. Based on the interview results, there were three main difficulties experienced by the students.

The first difficulty was limited vocabulary mastery. Six out of nine students stated that they still had difficulty understanding and using English vocabulary while writing descriptive texts. Although StoryJumper provided pictures and example texts that helped students generate ideas, several students admitted that their vocabulary knowledge was still insufficient.

The second difficulty was the need for more time to memorize vocabulary. Five students explained that they often forgot English words while writing. Student 2 (High proficiency) mentioned that he still frequently forgot vocabulary even after seeing the examples provided in StoryJumper. Similarly, Student 7 (Low proficiency) stated that remembering English words was very difficult for him. These findings indicate that students needed more time and practice to retain new vocabulary in their memory.

The third difficulty was students' dependence on the support provided by the application. Some students tended to rely on the pictures and writing examples available in StoryJumper instead of developing their own sentences independently. This shows that although StoryJumper helped students become more motivated and generate ideas more easily, students still needed continuous practice to improve their independent writing ability and vocabulary mastery.

Discussion

The findings of this study address all research questions regarding the use of StoryJumper in teaching descriptive writing. First, in terms of effectiveness (RQ1), the results showed a significant improvement in students' writing performance, as indicated by the increase in mean scores from the pre-test to the post-test. This suggests that StoryJumper is effective in enhancing students' descriptive writing skills. This finding is supported by Zarei & Navidinia (2024) found

that digital storytelling can improve students' writing skills by supporting idea development, enhancing creativity, and helping students organize their writing more effectively. Additionally, this result aligns with Hernández (2017), who reported that the integration of visual and textual elements enhances students' learning and writing performance.

Second, regarding the implementation (RQ2), the findings revealed that StoryJumper was implemented through structured stages, including introduction, guided practice, and independent writing. Students were actively engaged and showed increased participation during the learning process. This indicates that StoryJumper not only improves learning outcomes but also creates an interactive learning environment. This finding is supported by Park (2019), who found that digital storytelling promotes active learning and increases student engagement in classroom activities. Similarly, Bogard (2018) reported that the use of digital media in writing instruction enhances students' motivation and participation.

Finally, in relation to students' difficulties (RQ3), the results showed that students still faced challenges in vocabulary, grammar, and confidence. This finding is consistent with Ariyanti (2016), who found that EFL students commonly experience difficulties in grammar and vocabulary when writing. Moreover, Fitriani (2019) reported that low confidence can affect students' writing performance. However, the use of StoryJumper helped reduce these difficulties by providing visual support and increasing students' motivation. Therefore, it can be concluded that StoryJumper is effective, engaging, and supportive, although additional guidance in vocabulary and grammar is still needed.

CONCLUSION

This study concludes that the implementation of StoryJumper significantly improved fifth-grade students' descriptive writing ability. The paired-sample t-test showed a significant difference between pre-test and post-test scores ($t(24) = -10.914$, $p < .05$), with the mean increasing from 69.20 to 79.80. This indicates that digital storytelling positively influenced students' writing performance. Classroom findings revealed that StoryJumper enhanced student engagement and supported idea development through visual elements and writing models. However, vocabulary mastery and grammatical accuracy remained the main challenges, as indicated by questionnaire and interview results. Overall, StoryJumper is an effective tool for improving descriptive writing, particularly in fostering motivation and idea organization, but it should be combined with explicit vocabulary and grammar instruction for more comprehensive learning outcomes.

ACKNOWLEDGMENTS

Alhamdulillah, all praise is due to Allah SWT, the Most Gracious and Most Merciful, for His blessings, guidance, and strength that enabled the researcher to complete this article. The researchers would like to express sincere gratitude to the supervisor for her valuable guidance, expertise, and encouragement throughout this research. Appreciation is also extended to IKIP Siliwangi for providing the opportunity and support for this article to be written and published. The researcher is deeply grateful to the Principal of Tridaya Tunas Bangsa Elementary School Cimahi for the support and permission granted during the research process. Finally, heartfelt thanks are addressed to family, friends, and colleagues for their continuous motivation, encouragement, and support throughout this academic journey.

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